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ABSTRACT

This document consists of the two 2002 issues of the newsletter of the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Each issue contains a feature article and one or more short articles on topics related to early childhood education, calls for papers, announcements about Internet resources, news items about and list of publications from ERIC/EECE, and articles from the Adjunct ERIC Clearinghouse on Child Care. The feature articles are: "Preventing Violence: Parents 'Can' Make a Difference" (Spring) and "Evidenced-Based Education in Early Childhood" (Fall). (HTH)

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ERIC/EECE Newsletter

Volume 14, Number 1-2, Spring-Fall, 2002

Laurel Preece, Editor

ERIC Clearinghouse on Elementary and Early Childhood Education

2002

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Spring 2002 Volume 14, Number 1

eric/eece NEWS

Preventing Violence: Parents *Can* Make a Difference

Preventing violence is everyone's concern, but what can parents do? The Violence Prevention Resource Guide for Parents *by Peggy Patten and Anne S. Robertson provides an overview of the development of young children, older children, and teens, and suggests ways parents can support children's healthy development. This timely resource for parent groups or violence prevention trainers, available from ERIC/EECE, includes 23 one-page handouts that summarize the main sections of the guide. The article below is taken from "The Middle Years: Conflict Management," one of these summary sheets.*

Making friends, getting along with others, and peacefully resolving conflicts are essential social skills for your children to learn and practice during their elementary and middle school years. These skills are especially important during these years, as children gradually become more concerned about being accepted by other children their age.

Research suggests that there is a relationship between aggression and being rejected by others. The difficulty is that it is hard to know what comes first. Does the aggressive behavior prevent the development of good friendships, or does rejection by other children make a child feel hostile and aggressive? Regardless of what comes first, if your child does not learn how to make and keep good friends, the cycle of rejection and hostility is likely to continue. This cycle can contribute to violent behavior or to becoming a victim of violence.

As parents, you and your family play a critical role in fostering skills that encourage appropriate ways to handle conflict without becoming aggressive. Your child learns by watching you, his brothers and sisters, and other relatives. You can help by:

- *Listening to your child.* Take time to encourage your child to use words and to explain what he or she needs, or what the most important issue is, while you actively listen.
- *Using negotiation and compromise.* Once you understand your child's concern, work with your child to negotiate a solution that is acceptable to you and to your child.
- *Giving reasons for rules.* Sometimes a rule is not negotiable, but you can clearly state the reason for the rule as often as necessary, so that your child understands and is more likely to respect the boundaries that you have decided on.
- *Refraining from physical discipline.* Hitting, slapping, and spanking may lead to further aggressive behavior. Parents may want to consider choosing less physical options, such as redirection, negotiation, or an age-appropriate amount of time-out.

In This Issue

- Preventing Violence: Parents *Can* Make a Difference
- Selecting Multicultural Picture Books
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- ERIC/EECE Publications
- News from NCCIC
- Education of 4-Year-Olds
- ERIC/EECE Adds New Partner
- Head Start Conference

ISSN 1096-3308

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Research in schools shows that students and teachers who are trained in conflict management and mediation are more likely to work together for joint goals and have a safe school environment. Individual children benefit, too. Positive outcomes for students who learn how to resolve conflicts without aggression include higher self-esteem, better mental health, and *resilience*, or the ability to overcome and thrive in difficult circumstances.

The Violence Prevention Resource Guide for Parents *is available for $15 (+$2.50 shipping & handling). Credit card information, check, or money order must accompany orders. Checks should be payable to the University of Illinois. For more information, contact ERIC/EECE and refer to catalog #225; tel: 1-800-583-4135; fax: 217-333-3767.*

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Selecting Multicultural Picture Books

In the fall 2001 issue of *Early Childhood Research & Practice* (*ECRP*), ERIC/EECE's Internet journal, authors Jean Mendoza and Debbie Reese explore the "possibilities and pitfalls" of using multicultural picture books in the early childhood classroom.

Multicultural picture books depict the variety of ethnic, racial, and cultural groups within U.S. society and allow young children opportunities to develop their understanding of others, while affirming children of diverse backgrounds. In their article "Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls," Mendoza and Reese examine books featuring Native American and Mexican American protagonists to illuminate issues and problems in the images the books present of these groups of people.

Mendoza and Reese suggest that ideas about race theory may be useful in facilitating "reading against the grain," providing teachers with both the rationale and the insights to select books with strong positive images of people from groups that have been marginalized. When teachers examine picture books, the authors suggest they ask:

- Are characters "outside the mainstream culture" depicted as individuals or as caricatures?
- Does their representation include significant specific cultural information? Or does it follow stereotypes?
- Who has the power in this story? What is the nature of their power, and how do they use it?
- Who has wisdom? What is the nature of their wisdom, and how do they use it?
- What are the consequences of certain behaviors? What behaviors or traits are rewarded, and how? What behaviors are punished, and how?
- How is language used to create images of people of a particular group? How are artistic elements used to create those images?
- Who has written this story? Who has illustrated it? Are they inside or outside the groups they are presenting? What do they claim to know?
- Whose voices are heard? Whose are missing?
- What do this narrative and these pictures say about race? Class? Culture? Gender? Age? Resistance to the status quo?

Readers can comment on the article by clicking on the highlighted words "dialog box" in the editor's note at the beginning of the article. The fall 2001 issue of *ECRP* is available at http://ecrp.uiuc.edu/v3n2/index.html.

ECRP
Early Childhood Research & Practice

Call for Papers

ERIC/EECE is currently seeking articles for the journal *Early Childhood Research & Practice (ECRP)* that address issues related to the development, care, and education of children from birth to approximately age 8.

ECRP focuses mainly on applied research or on research with clear implications for practice. The journal contains articles on practice-related research and development, issues related to parent participation and policy, and emerging practices.

The first Internet-only, peer-reviewed early childhood education journal, *ECRP* combines the benefits of peer review with the flexibility and enhancements made possible by an electronic format.

Issues of *ECRP* as well as general information and author guidelines are available at:

http://ecrp.uiuc.edu

Questions can be sent to the *ECRP* editors at

ecrp@uiuc.edu

ERIC/EECE Publications

• ERIC Digests (No cost or shipping charges.)

• 2001 and 2000 Digests

- ☐ *Inclusion in Middle Schools*
- ☐ *Pretend Play and Young Children's Development*
- ☐ *Recent Evidence on Preschool Programs*
- ☐ *Academic Effects of After-School Programs* ☐ *Spanish Version*
- ☐ *Focus on After-School Time for Violence Prevention* ☐ *Spanish Version*
- ☐ *Perspectives on Charter Schools: A Review for Parents* ☐ *Spanish Version*
- ☐ *Working with Culturally & Linguistically Diverse Families*
- ☐ *Recent Research on All-Day Kindergarten* ☐ *Spanish Version*
- ☐ *Assessing Young Children's Social Competence* ☐ *Spanish Version*
- ☐ *Multiage Grouping and Academic Achievement*
- ☐ *Exploratory Curriculum in the Middle School*
- ☐ *Reggio Emilia: Catalyst for Change and Conversation* ☐ *Spanish Version*
- ☐ *Child Care Quality: An Overview for Parents*
- ☐ *Academic Redshirting and Young Children*
- ☐ *Mathematics Standards for Pre-Kindergarten through Grade 2*
- ☐ *K-12 Single-Sex Education: What Does the Research Say?*
- ☐ *The Role of Curriculum Models in Early Childhood Education*
- ☐ *Differentiation of Instruction in the Elementary Grades*
- ☐ *Integrative Curriculum in a Standards-Based World*
- ☐ *Computers and Young Children* ☐ Spanish Version

• 1999 and 1998 Digests

- ☐ *Curriculum Disputes in Early Childhood Education*
- ☐ *Parent-Teacher Conferences: Suggestions for Parents* ☐ Spanish Version
- ☐ *Helping Middle School Students Make the Transition into High School* ☐ Korean Version
- ☐ *Easing the Teasing: How Parents Can Help Their Children* ☐ Korean Version ☐ Spanish Version
- ☐ *Selecting Culturally and Linguistically Appropriate Materials: Suggestions for Service Providers* ☐ Spanish Version
- ☐ *Another Look at What Young Children Should Be Learning* ☐ Korean Version ☐ Spanish Version
- ☐ *Enriching Children's Out-of-School Time*
- ☐ *Parenting Style and Its Correlates*
- ☐ *Adopted Children in the Early Childhood Classroom*
- ☐ *Language and Literacy Environments in Preschools*
- ☐ *Child Care Consumer Education on the Internet*
- ☐ *Video Games: Research, Ratings, Recommendations* ☐ Spanish Version
- ☐ *Twins in School: What Teachers Should Know*
- ☐ *Early Childhood Violence Prevention*
- ☐ *Issues in Selecting Topics for Projects*
- ☐ *He Has a Summer Birthday: The Kindergarten Entrance Age Dilemma* ☐ Spanish Version
- ☐ *The Transition to Middle School*
- ☐ *Motivation and Middle School Students* ☐ Spanish Version
- ☐ *Grouping Students for Instruction in Middle Schools*
- ☐ *Father Involvement in Schools* ☐ Spanish Version
- ☐ *Loneliness in Young Children*

• 1997 and 1996 Digests

- ☐ *Television Violence: Content, Context, and Consequences*
- ☐ *Looping: Adding Time, Strengthening Relationships*
- ☐ *Helping Young Children Deal with Anger* ☐ Spanish Version
- ☐ *Child-Initiated Learning Activities for Young Children Living in Poverty*
- ☐ *Developmentally Appropriate Practice: What Does Research Tell Us?* ☐ Spanish Version
- ☐ *If an Adolescent Begins to Fail in School, What Can Parents and Teachers Do?*
- ☐ *When Retention Is Recommended, What Should Parents Do?*
- ☐ *Student-Led Conferences at the Middle Level*
- ☐ *A Developmental Approach to Assessment of Young Children* ☐ Spanish Version
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- ☐ *Preventing and Resolving Parent-Teacher Differences*
- ☐ *Action Research in Early Childhood Education*
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- ☐ *Grandparents as Parents: A Primer for Schools*
- ☐ *Teaching Young Children about Native Americans*
- ☐ *The Contribution of Documentation to the Quality of Early Childhood Education*

• Pre-1996 Digests

- ☐ *Supporting Girls in Early Adolescence* ☐ Chinese Version ☐ Spanish Version
- ☐ *Fostering Resilience in Children* ☐ Chinese Version ☐ Spanish Version
- ☐ *The Benefits of Mixed-Age Grouping*
- ☐ *Performance Assessment in Early Childhood Education: The Work Sampling System*
- ☐ *Hispanic Parent Involvement in Early Childhood Programs* ☐ Spanish Version
- ☐ *Full-Day Kindergarten Programs*
- ☐ *The Project Approach* ☐ Chinese Version ☐ Spanish Version
- ☐ *The Risks of Rewards*
- ☐ *Positive Discipline* ☐ Chinese Version ☐ Spanish Version

• Digests in Chinese or Spanish

- ☐ All Chinese Digests ☐ All Spanish Digests

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• Resource Lists (No cost or shipping charges.)

- ☐ *Native Americans: Recommended Books and Resources*
- ☐ *Bullying in Schools: Resources*
- ☐ *The Project Approach*
- ☐ *Resources on Brain Development*
- ☐ *Scheduling at the Middle Level*
- ☐ *Early Childhood Education Curriculum Models*
- ☐ *Grandparents Raising Grandchildren*

• ERIC/EECE Newsletters & Journal

- ☐ *ERIC/EECE Newsletter*; Twice yearly, free; check here to receive the current issue.
- ☐ *Parent News Offline*; Twice yearly, free; check here to receive the current issue.

Early Childhood Research & Practice (ECRP). Available only on the Internet at http://ecrp.uiuc.edu/

• Major Publications

- ☐ *The Violence Prevention Resource Guide for Parents*, by Peggy Patten and Anne S. Robertson (2001). Cat. #225, $15.
- ☐ *The Project Approach Catalog 3*, by the Project Approach Study Group (2000). Judy Helm, ed. Cat. #224, $10.
- ☐ *Resilience Guide: A Collection of Resources on Resilience in Children and Families* (1999). Bernard Cesarone, ed. Cat. #223, $15.
- ☐ *Rearview Mirror: Reflections on a Preschool Car Project*, by Sallee Beneke (1998). Cat. #220, $10.
- ☐ *Reflections on the Reggio Emilia Approach*, a collection of seven papers (1994). Cat. #215, $15.
- ☐ *Distinctions between Self-Esteem and Narcissism: Implications for Practice*, by Lilian G. Katz (1993). Cat. #212, $10.
- ☐ *Dispositions: Definitions and Implications for Early Childhood Practices*, by Lilian G. Katz (1993). Cat. #211, $5.

In a hurry? Phone in your credit card order to 800-583-4135.
The full texts of Digests, Resource Lists, and out-of-print materials are available on the Web at http://ericeece.org/eecepub.html

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News from the National Child Care Information Center

Eric Karolak, Deputy Executive Director

Recent activities of the National Child Care Information Center (NCCIC), the ERIC Adjunct Clearinghouse on Child Care, illustrate the range of methods used in linking information and people in support of the early care and education system.

In October, NCCIC hosted a State Technical Assistance Audioconference on Recruitment, Retention, and Compensation of the Early Childhood Workforce. This audioconference, the second in a series, featured representatives from North Carolina, Washington, and Wisconsin, three states that have targeted wages and benefits as a vehicle for improving the delivery of child care services. The call also featured an expert from the Center for the Child Care Workforce and a program innovator whose agency helps states launch and maintain initiatives to address early care workforce professional development issues. Participants discussed funding sources, strategic planning, the involvement of higher education, and specific recruitment strategies, among other topics. An NCCIC Audioconference Report summarizing the call is available and will appear shortly on the NCCIC Web site.

In late February, ERIC/EECE delivered a beta version of the NCCIC online library database to NCCIC. ERIC/EECE staff have collaborated with NCCIC to prepare and launch the NCCIC online library, which will feature documents from the NCCIC library as well as resources in the ERIC system. Users will be able to search by keyword, author, and title; choose automated searches on preselected topics; and return search results complete with full bibliographic information, an abstract, and, whenever possible, a link to the document in full-text form. Testing and validation of the database are underway. NCCIC plans to launch the online library in late spring 2002, with a comprehensive redesign of the NCCIC Web site the following year.

NCCIC's new librarian, Lynette Fannon-Lamkin, is responsible for acquiring, indexing, and cataloging documents for the NCCIC library and for assisting information specialists in filling user requests. She has played a key role in developing the new NCCIC online library database, since she joined the clearinghouse in December 2001. During a 30-year career, Fannon-Lamkin has been a member of the library faculties at Montana State University, the University of California-Riverside, and the University of Washington, and she has managed the library at the David and Lucile Packard Foundation. For a time in the mid-1980s, she also was a freelance indexer for the Clearinghouse on Rural and Small Schools.

NCCIC helped organize the Child Care Bureau National Leadership Forum *Literacy in Early Care and Education Settings* in Washington, DC, on February 26. The Forum brought together several hundred professionals, classroom teachers, as well as local, state, and national leaders in the field for a day of information sharing and brainstorming around improving literacy by addressing child care delivery systems, professional development, culture and language, family involvement, and several other areas. A follow-up publication is in development.

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Education of 4-Year-Olds: State Initiatives

New data from the National Center for Early Development & Learning adds California and Ohio to an earlier report that looks at a major educational shift in the past five years—the move by many states to establish a pre-K program for 4-year-olds. The earlier report examined how Georgia, Illinois, New York, South Carolina, and Texas are developing their pre-K programs.

Key figures in political and educational circles in these seven states were interviewed to determine the major facilitators to this policy shift, the barriers to be overcome, and strategies used to make this policy shift.

These seven states appear to be well on the way to universal pre-K as soon as they find a way to finance the programs. Public schools in these states have accepted yet another responsibility, and this educational reform movement for young children continues. A summary of the new supplement report is online at

http://www.fpg.unc.edu/~ncedl/PDFs/spot34.pdf

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ERIC/EECE Adds New Partner

The Center on the Social and Emotional Foundations for Early Learning is a new five-year project designed to strengthen the capacity of Head Start and child care programs to improve the social and emotional outcomes of young children. The Center will develop training and technical assistance materials that reflect evidence-based practices for promoting young children's social and emotional development and preventing challenging behaviors. Center staff will also work with professional organizations, Head Start, and Child Care Training and Technical Assistance Providers to ensure the use of these evidence-based practices in local demonstration sites. To keep informed about this new project, visit its Web site at http://csefel.uiuc.edu.

As partners, ERIC/EECE and the Center will collaborate to disseminate the information developed by the project to the early childhood community.

The Center is located at the University of Illinois at Urbana-Champaign under the direction of Dr. Mary Louise Hemmeter. Dr. Hemmeter can be reached at the Children's Research Center, 51 Gerty Drive, Champaign, IL 61820. Other institutional collaborators on this project include faculty and staff at the University of Colorado at Denver, University of Connecticut, Education Development Center, Inc., University of South Florida, and Tennessee Voices for Children.

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Head Start Conference

Head Start's 6th National Research Conference, "The First Eight Years, Pathways to the Future," will be held June 26-29, 2002, in Washington, DC. The conference will be presented by the Administration on Children, Youth and Families, U.S. Department of Health and Human Services, in collaboration with Columbia University's Mailman School of Public Health and the Society for Research in Child Development.

Registration information is available at http://www.headstartresearchconf.net. For questions regarding registration, please contact Bethany Chirico at hsrc@xtria.com or 703-821-3090, ext. 261. For information regarding conference programming, please contact Dr. Faith Lamb-Parker at flp1@columbia.edu or 212-305-4154.

Fall 2002 Volume 14, Number 2

ERIC/EECE NEWSLETTER

Evidence-based Education in Early Childhood

The movement toward "evidence-based" education is expected to have a significant impact on early childhood education over the next few years. However, for many early childhood educators, the specific research terminology may be unfamiliar. This article discusses some of the most important research terms and concepts that we are likely to hear more often over the next few years and lists Internet links on evidence-based education for early educators who would like to learn more about education research.

The current emphasis on evidence-based education has its foundation in the No Child Left Behind Act of 2001, which describes the basis for evidence-based education as *empirical research* (that is, research relying on or derived from observation or experiment) that involves "the application of rigorous, systematic, and objective procedures" to research questions.

The Role of Empirical Research

Dr. Grover (Russ) Whitehurst, an experienced researcher in early childhood education and now head of the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education, has defined *evidence-based education* as "the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction" [http://www.ed.gov/offices/OERI/presentations/evidencebase.html].

> There is general agreement that randomized trials are the best research method for assessing the effects of an educational intervention....

The No Child Left Behind Act specifies that the most respected research

- Uses experimental or quasi-experimental research methods;
- Randomly assigns subjects to a control group and one or more experimental groups, "conditions," or "treatments"; and
- Employs objective measures or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same (or different) investigators.

Levels of Evidence

In addition to emphasizing the importance of empirical evidence, Whitehurst and others have identified "levels of evidence" that they hope early childhood educators will take into account as they evaluate research upon which to base their own practice, particularly their choice of curricula. These levels, from most rigorous to least rigorous, are as follows:

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- Violence Prevention Guide Reprinted

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- Randomized trials: randomly assign children to two or more conditions in a study, with before and after (pre- and post-) testing; randomized trials are sometimes referred to as the "gold standard" of research.
- Quasi-experimental studies, including before and after testing: use nonrandom assignment of children to various conditions for ethical or practical reasons and include pre- and post-testing of all children in the study.
- Correlational studies with statistical controls: examine the degree of association between two variables using one randomly selected sample group; although some correlational studies are useful in prediction (i.e., the higher the correlation between two variables, the more accurate the prediction), they cannot be used to infer or determine causal relationships. Statistical techniques are used to measure the association.
- Correlational studies without statistical controls: examine the degree of association between two variables but cannot determine causality and do not make use of statistical techniques to measure the association between variables.
- Case studies: obtain detailed information about an individual to contribute to an understanding of general principles of behavior; findings cannot be generalized to whole populations from single case studies.

Randomized Trials

Randomized trials are considered the most rigorous type of experimental research. There is general agreement that randomized trials are the best research method for assessing the effects of an educational intervention (also called a "treatment" or "condition") on outcomes for children. In randomized trials, children are randomly assigned to two or more conditions that differ in levels of exposure to the educational intervention. Children are then tested for differences in outcomes. Randomization is used to assure that children in studies have the same characteristics across conditions and to assure that differences between conditions do not result from pre-existing differences in the children.

Few randomized trials have been conducted in early childhood education research to date, but that situation is about to change. The U.S. Department of Education recently awarded Preschool Curriculum Evaluation Research Grants [for more information, see http://www.ed.gov/offices/OERI/pcer_materials/] to carry out randomized clinical trials of seven preschool curricula. The researchers receiving these grants will implement rigorous evaluations of these curricula in order to provide information that can support informed choices of classroom curricula for early childhood programs.

Role of Professional Wisdom

Professional wisdom gained through experience and observation has always played a major role in the education of young children. While the new emphasis on evidence-based education might seem to minimize the importance of professional wisdom (defined by Whitehurst as "judgment that individuals acquire through experience"), it is still important. "Both are needed," according to Whitehurst. "Empirical evidence helps educators avoid educational fads and personal bias and understand which approaches work best. Professional wisdom helps educators adapt instructional practices to local circumstances and operate intelligently in those areas in which current research evidence is incomplete or absent" [http://www.ed.gov/offices/OERI/presentations/evidencebase.html].

Conclusion

Over time, evidence-based education may strengthen the research base for early childhood practice. Researchers, however, caution that we need to distinguish between long-term and short-term outcomes for children. Another concern is whether pre- and post-testing of young children is sufficiently reliable to use as the basis upon which to develop policy or practice.

For More Information

The No Child Left Behind Act:
http://www.nochildleftbehind.gov/next/overview/index.html

An overview of the legislation.

Power Point Presentation by Dr. Grover J. Whitehurst
http://www.ed.gov/offices/OERI/presentations/evidencebase.html

Twenty-four slides prepared by Grover J. Whitehurst, Assistant Secretary, Office of Educational Research and Improvement, on the topic of evidence-based education.

Scientifically Based Research—U.S. Department of Education
http://www.ed.gov/offices/OESE/esea/research/index.html

A transcript of a seminar held on February 6, 2002. Assistant Secretary for Elementary and Secondary Education Susan Neuman hosted leading experts in the fields of education and science who met to discuss the meaning of scientifically based research and its status across various disciplines.

(continued on page 5)

ERIC/EECE Publications

• ERIC Digests (No cost or shipping charges.)

• 2002 Digests

- ☐ *Instructional Models for Early Childhood Education*
- ☐ *Recess in Elementary School: What Does the Research Say?*
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• Resource Lists (No cost or shipping charges.)

- ☐ *Native Americans: Recommended Books and Resources*
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• ERIC/EECE Newsletters & Journal

- ☐ *ERIC/EECE Newsletter*; Twice yearly, free; check here to receive the current issue.
- ☐ *Parent News Offline*; Twice yearly, free; check here to receive the current issue.

Early Childhood Research & Practice (ECRP). Available only on the Internet at http://ecrp.uiuc.edu/

• Major Publications

- ☐ *The Violence Prevention Resource Guide for Parents*, by Peggy Patten and Anne S. Robertson (2001). Cat. #225, $15.
- ☐ *The Project Approach Catalog 3*, by the Project Approach Study Group (2000). Judy Helm, ed. Cat. #224, $10.
- ☐ *Resilience Guide: A Collection of Resources on Resilience in Children and Families* (1999). Bernard Cesarone, ed. Cat. #223, $15.
- ☐ *Rearview Mirror: Reflections on a Preschool Car Project*, by Sallee Beneke (1998). Cat. #220, $10.
- ☐ *Reflections on the Reggio Emilia Approach*, a collection of seven papers (1994). Cat. #215, $15.
- ☐ *Distinctions between Self-Esteem and Narcissism: Implications for Practice*, by Lilian G. Katz (1993). Cat. #212, $10.
- ☐ *Dispositions: Definitions and Implications for Early Childhood Practices*, by Lilian G. Katz (1993). Cat. #211, $5.

In a hurry? Phone in your credit card order to 800-583-4135.
The full texts of Digests, Resource Lists, and out-of-print materials are available on the Web at http://ericeece.org/eecepub.html

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National Child Care Information Center Launches Online Library

Eric Karolak, Deputy Executive Director

In August, the National Child Care Information Center (NCCIC) launched its new Online Library. The Online Library, developed in partnership with the ERIC Clearinghouse on Elementary and Early Childhood Education, makes accessible to the public thousands of child care-related documents. The Online Library is available on the Web at http://nccic.org.

The Online Library includes publications compiled by NCCIC, which is funded by the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, to provide information and technical assistance to improve child care quality. The Online Library also includes documents from the ERIC Clearinghouse on Elementary and Early Childhood Education, supported by the U.S. Department of Education. Links are provided to early care and education publications available on the Internet.

The NCCIC Online Library provides "one-stop shopping" for publications related to child care. Visitors can search for documents on a range of topics, including literacy and school readiness, center- and family-based child care, child development, child care funding, health and safety in child care settings, the child care workforce, child care for children with special needs, Head Start, pre-kindergarten, and welfare reform.

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In addition to searching by topic, users can search by phrases, keywords, author, and index terms. The search will produce either full text of the document or availability information for publications for which there is no link to the full text on the Internet (e.g., how to obtain a book for sale by a publisher or a report from a national organization).

The NCCIC Online Library contains records for approximately 2,000 documents and is updated daily. Within a year, the Online Library will enable users to access over 10,000 publications.

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For additional information about the Online Library, please contact the NCCIC Librarian, Lynette Fannon-Lamkin, at lfannon@nccic.org or 800-616-2242.

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Evidence-based Education (continued from page 1)

The Logic of Scientific Research by Valerie F. Reyna
http://www.ed.gov/offices/OESE/esea/research/reyna-paper.html

Explains the logic behind the emphasis on research-based education practice.

Understanding Research: Top Ten Tips for Advocates and Policymakers by Stephanie A. Schaefer
http://www.childadvocacy.org/publicat.html

Discusses how to evaluate critically the research underlying policies affecting children and families.

Web Resources on Research Terminology and Methods

Many universities and research centers provide Internet-accessible glossaries of research terms. The following Internet documents define and discuss many of the research terms used in this article:

Project Gold Research Methods Glossary
http://www.bath.ac.uk/dacs/gold/glossary.html

Project Gold's research methods glossary was intended for use by nurses in a distance education course.

Research Methods: An Introduction to Systems of Human Inquiry—Comparison of Some Qualitative and Quantitative Research Methods
http://www.edb.utexas.edu/faculty/scheurich/proj1/inquiry.html

An early childhood friendly comparison of some quantitative and qualitative research methods.

Writing@CSU: Writing Guide
http://writing.colostate.edu/references/research/glossary

A listing of "key terms" related to research is part of the Colorado State University Web Site.

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University of Illinois at Urbana-Champaign
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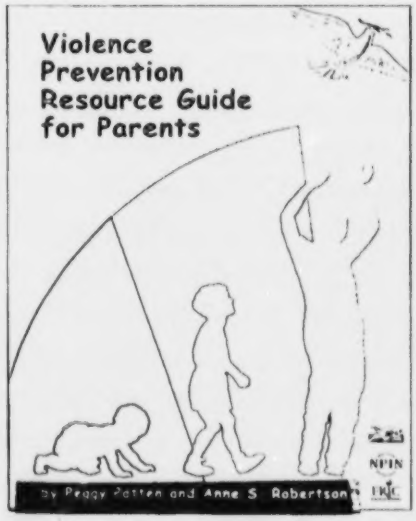
Violence Prevention Guide Reprinted

The *Violence Prevention Resource Guide for Parents* is now in its second printing. Published by the National Parent Information Network (NPIN), the ERIC Clearinghouse on Elementary and Early Childhood Education, and the Illinois Violence Prevention Authority, the *Guide* sold out within five months of its initial printing. NPIN has filled requests for the *Guide* from individuals and organizations, including bulk orders from school districts, family support professionals, universities, police associations, and state agencies.



Authors Peggy Patten and Anne S. Robertson wrote the 91-page *Guide* for parents, teachers, and family support professionals. The chapters summarize recent research on the role parents play in violence prevention and offer general suggestions for where parents can seek more information about the topics covered within each chapter. Each section of each chapter also has a one-page summary that can be easily reproduced for parent workshops and discussion groups. The book includes links to an online appendix of resources from the NPIN Virtual Library.

For more information or to order a copy of the *Guide*, call toll-free 800-583-4135 or go to http://npin.org/ivpaguide/index.html.

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